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ABSTRACT

This action research project sought to increase motivation in fifth-grade social studies students. Observations and measures of student attitudes and achievement indicated a lack of student interest in learning activities. Two categories of intervention were implemented: (1) instruction in the use of learning strategies, including graphic organizers and questioning techniques, to improve higher order thinking skills and to increase students' ability to organize and comprehend information; and (2) use of cooperative learning to increase student motivation and enhance social skills. Post-intervention data indicated an increase in student motivation. Students showed improvement in attitudes and academic performance, felt more confident in their learning of social studies, and sufficiently used the learning strategies implemented in the project. (Six appendices include survey and observation forms and classroom materials. Contains 17 references.) (EV)

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IMPROVING STUDENT MOTIVATION THROUGH THE USE OF ACTIVE LEARNING STRATEGIES

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ABSTRACT

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DATE: May 7, 2001

TITLE: Improving Student Motivation Through Use of Active Learning Strategies

This study describes a program designed to increase student motivation in social studies class. The targeted population consisted of fifth grade students in an urban community in the Midwest. Evidence for the existence of the problem included student surveys and reflections that documented students' attitudes, an observation checklist that measured off-task behaviors, grades that measured academic achievement, and teacher observations that documented student behavior and missing assignments.

Analysis of probable causes was evidenced by teachers' observations of students' lack of interest in learning activities. Teachers documented that students did not have sufficient learning strategies, and exhibited inadequate social skills.

A review of solution strategies, suggested by cited authors, combined with an analysis of the problem setting, resulted in the selection of two categories of intervention: Instruction in the utilization of learning strategies including reciprocal teaching and graphic organizers to improve higher order thinking skills and increase students' ability to organize and comprehend information; and use of cooperative learning to increase student motivation and enhance social skills.

Post intervention data indicated an increase in student motivation. Students showed improvement in attitudes and in academic performance. Students felt more confident in their learning in the area of social studies. Students sufficiently utilized the learning strategies that were implemented in the project.

TABLE OF CONTENTS

CHAPTER 1- PROBLEM STATEMENT AND CONTEXT..... 1

General Statement of the Problem..... 1

Immediate Problem Context..... 2

The Surrounding Community..... 3

National Context of the Problem..... 5

CHAPTER 2 – PROBLEM DOCUMENTATION..... 8

Problem Evidence..... 8

Probable Causes.....10

CHAPTER 3 – THE SOLUTION STRATEGY.....13

Literature Review.....13

Project Objectives and Processes.....21

Project Action Plans.....23

Methods of Assessment.....27

CHAPTER 4 – PROJECT RESULTS.....28

Historical Description of the Intervention.....28

Presentation and Analysis of Result.....33

Conclusions and Recommendations.....37

REFERENCES.....39

APPENDICES.....40

CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

Can educators increase student motivation? Teachers are increasingly taking on more and more responsibilities in their teaching. Many educators find themselves spending much of their teaching time dealing with social issues such as playground conflicts, behavior problems, and even problems which students carry with them from their family situations at home to school. In a society which is filled with modern conveniences that offer children immediate responses and rewards, teachers are constantly faced with the challenge of keeping students interested during instructional time and motivating them to succeed even when they appear to have an indifferent attitude towards learning. Students need to be active participants in the learning process. Teachers need to be aware of the importance of increasing student motivation and the affect it may have on their academic success.

The students of the targeted fifth grade class exhibited a lack of motivation which interfered with their academic success. Evidence for the existence of the problem included anecdotal records which documented incomplete assignments and student behavior as being off-task during learning activities. It also included student surveys that described a lack of interest in their education, and grades which documented a low level of over-all academic achievement.

Immediate Problem Context

The targeted school was one of 13 elementary schools in a large metropolitan area. It was a kindergarten through sixth grade building which served 217 students. The school's gender balance was 53% male and 47% female. The racial and ethnic background of the school was as follows: White 67%, Black 11%, and Hispanic 22%. This was a definite shift from the previous year when only 13% were Hispanic. Of the current Hispanic students, 50% were eligible for bilingual tutoring.

Students that come from families, which are considered to be low-income households, comprised 58% of the student population. Chronic truants are identified as being absent from school without a valid cause for more than 18 of the 180 school days. The chronic truancy rate was 18%. The attendance rate was 93%. The targeted school had a high mobility rate of 32%.

The average class size at the targeted school was as follows: kindergarten was 23 students, grade one was 17 students, grade three was 21 students, and grade 6 was 25 students. The parents or guardians of all the students at the targeted elementary school had personal contact with the school staff at least once during the school year.

The staff at the targeted elementary school consisted of 20 certified staff members and one administrator. There were 14 classroom teachers, a resource teacher, a speech pathologist, a counselor, a music teacher, a physical education teacher, and a librarian. Of these professional staff members, 7 of them had advanced degrees. The teaching experience among the professional staff ranged from 1 years of service to 33 years of service. The school had a support staff of 11 employees.

The targeted elementary school was a 100 year old, multi-level brick building. It had 12 classrooms with a gym/cafeteria combination, a teachers' lounge, a nurse's office, a

computer lab, a library, 3 resource rooms, and an office. The school was located in a lower socioeconomic residential neighborhood.

Programs currently in place at the school included a Parent and Teacher Association (PTA), Drug Awareness Resistance Education (D.A.R.E.), Junior Achievement, Dad's Club, After School Fun Club, Homework Club, and church partnerships with two local churches.

PTA is very active in raising and donating funds for school supplies and materials throughout the year. They also host a Santa's workshop at Christmas time. Dad's Club donates both time and money for sports activities. The church partnerships help with First Day Fund, which offers supplies to students in need of aid. Also, one of the church partnerships provides the school with volunteer tutors and an after-school program to help students with homework and provide enrichment activities.

Special features of the targeted school included a telephone communication system linking each classroom with present and future technology. The targeted school was also a title-wide school with a high mobility rate and a low socioeconomic population. The high mobility rate challenges teachers with trying to maintain sense of cohesion and routine in students' learning. With students moving in at various times during the school year, it is difficult for teachers to keep students at the same place in the curriculum.

The Surrounding Community

The population of this western Illinois metropolitan community was 43,500 according to the 1990 census. The city is part of a larger metropolitan community consisting of 4 cities in a bi-state area that had a population of more than 369,000. The city is large enough to offer residents facilities and services for modern living, yet small enough to provide a sense of community spirit.

There were several major employers in the larger metropolitan are, including home to the single largest manufacturer of farm implements. The area had 105 retail and wholesale

businesses. The targeted community included two major medical facilities. The median household income was $46,508. The city had a low unemployment rate of 4%. The average hourly earnings were $13.92.

Based on the 1990 United States Census, the community's gender profile was 47% male and 53% female. The racial and ethnic make-up of the community was White 92%, Black 2%, and Hispanic 6%. The median age in the community was 36 years old. Comparisons to the 1980 census indicate an increase in the number of Hispanics and Blacks to the area as well as an increase of 3% in the age group of 65 and older.

The community offered residents many recreational opportunities. The area had several parks, including one state park facility. There were many golf courses, several bike paths, and museums. There were several shopping malls, a zoo, and an arena, which featured many major entertainment sources. The area also was home to several sporting events and semi-professional teams for hockey, basketball, and baseball. Finally, the area also offered riverboat gambling.

The local community included several institutions of higher learning. There were 4 small universities, 2 junior colleges, several business colleges, a chiropractic college, and a graduate center. These facilities employed a large number of people and brought people seeking higher education to the area as well.

The targeted school district in this community includes most of the city and surrounding unincorporated areas. This unit school district services grades kindergarten through twelve with a population of 7,748 in 1998. The school district included a high school, an alternative school, 2 middle schools, 13 elementary schools, one pre-school special education building, and an are special education center. There was also one parochial school in the community which educated grades kindergarten through eight.

There have been a variety of changes in the schools of this district. There has been a drastic reduction in the farm equipment industry, which has affected the economy in the area. There has been an increase in the number of school children living in lower socioeconomic conditions. Also, there has been an increase in the minority students who come to school with limited English skills. This community factor affected the student population and the problems facing the educators.

There were a variety of issues in the schools of this district. There has been a drastic reduction in the farm equipment industry, which affected the economy in the area. There was an increase in the number of school children living in lower socioeconomic conditions. An increase in the minority students who came to school with limited English skills was noted. These community factors affected the student population and contributed to the problems facing educators.

The community offered various support groups for the school district. A foundation with a major local corporation provided the district with a grant, which enabled them to establish computer labs in the buildings. This partnership included involvement on career day and the "Teacher for a Day" program. Also, they had special programs throughout the year, which recognized students and teachers for excellence. Other community programs included Junior Achievement, and DARE.

National Context of the Problem

Motivating students to learn has been a challenge facing educators for years. Understanding the meaning of student motivation is essential in understanding the problem that exists in today's classroom. Lumsden (1994) defined student motivation as students'desire to participate in the learning process and as being correlated with students' reasons or goals for wanting to be involved with the learning activity. Ames (1990) believed that true motivation should be characterized by long-term, quality involvement in the

learning process. The challenge facing teachers in today's classroom is how to create this type of commitment to the learning process within their students.

According to Raffini (1993), an important aspect of the problem is the fact that the curiosity and need to explore that appears so naturally in infants and young children seems to decline as students progress through their academic years. Teachers rarely complain that a class of pre-schoolers suffer from lack of motivation to learn. As they progress in their school years, students may become disinterested and unconcerned with the learning process as well as with the level of their academic achievement.

Students' initial attitude toward learning are influenced by their home environment. Parents need to foster their children's initial curiosity in the world through the use of questioning techniques, encouragement, and praise (Lumsden,1994). It would then seem logical that a home environment which nurtures children in this respect would produce competent, motivated learners. Conversely, students who do not receive this type of reinforcement in early years may not be willing or able to take on the challenges of academic tasks and may not deal well with possible failures. These past experiences and feelings of either freedom or fear can influence attitudes towards new situations. What then can teachers do if student motivation has its foundations in the home?

First of all, a teacher's own beliefs and attitudes can positively or negatively affect student motivation in their classroom (Raffini, 1993). As Brophy (1987) noted, "Teachers must view themselves as active socialization agents capable of stimulating student motivation to learn." Classroom climate is pertinent to motivating students. The classroom needs to be a warm, caring, and supportive environment which fosters a feeling of interdependence among the students. Students who feel this sense of belonging and being part of a team of learners, will tend to participate more actively in learning activities (Lumsden, 1994).

Furthermore, it must be understood that a classroom does not stand alone. School-wide and district-wide goals and practices should stress learning and task mastery rather than competition (Maehr and Midgley,1991). Helping students to define the tasks set before them in terms of short-term goals and the real life purposes of the learning can also help to increase students' motivation and effort. Teachers can teach students strategies and help students view their efforts as an investment rather than a risk. This will increase motivation (Lumsden, 1994).

Because having students, who value learning for its own sake is a priceless reward for parents, teachers, and society, the lack of motivation is a problem that must be addressed. It is essential in educating students that all involved in their learning must devote themselves to increasing and maintaining students' motivation throughout their academic years. It is only through this type of commitment that students will become life-long learners who are concerned with academics in school and their success in life.

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

The students of the targeted fifth grade class in a Midwest urban community exhibited a lack of motivation that inhibited their academic performance. In order to document the students' lack of motivation, the researchers utilized anecdotal records, recording missed assignments, grades, and behavior during learning activities. The researchers also administered a student pre-survey to the students the second week of school. This survey contained questions regarding students' attitudes and feelings about school and the learning process.

The targeted class of social studies students consisted of 10 boys and 9 girls. All 19 students participated in this process over a four-week time period.

Table 1 illustrates that over half of the targeted students were not excited about learning. Furthermore, the majority of the students had a negative attitude toward reading assignments in social studies, and found comprehension assignments difficult. Eighty-nine percent of the students seemed to want to work with their peers rather than independently. Students did feel they were capable of getting good grades and seemed concerned with their success. Still, there was evidence that showed they exhibited some apprehension with learning in the area of social studies.

Table 1

Pre-Student Survey on Students' Perceptions and Attitudes toward Social Studies

Behavior Category	Agree	Disagree
Excited about learning	47%	53%
Think they can get good grades	68%	32%
Comfortable asking teacher for help	84%	16%
Parents take time to help with homework	47%	53%
Think their parents want them to succeed	95%	5%
Like assignments where they read then answer questions	26%	74%
Like school more with cooperative learning	89%	11%
Think social studies reading assignments are easy	47%	53%

n=19

Teacher observations in the classroom indicated that students were not motivated or interested in social studies. Students appeared distracted and frustrated with the reading material. They lacked direction in their learning activities and generally exhibited negative attitudes toward their success. They seemed to lack the learning strategies necessary to be engaged in the learning experience. Frustration had led to boredom. Initial grades given were low, with over half of the class failing the first three social studies assignments. These were comprehension assignments following a teacher-directed activity and were completed independently.

In addition to the pre-survey and anecdotal records, the researchers also used an observation checklist on a random sampling of five students who were consistently observed during the four-week period.

Table 2

On-Task Behavior Observation 12 minutes – Data Recorded Every 10 Seconds

Behavior Category	Student 1	Student 2	Student 3	Student 4	Student 5
On task	(68%)	(61%)	(60%)	(62%)	(51%)
Off task - talking	(10%)	(24%)	(12%)	(25%)	(32%)
Out of seat	(3%)	(1%)	(3%)	(3%)	(3%)
Inactive	(16%)	(0%)	(18%)	(7%)	(14%)
Noncompliance	(0%)	(1%)	(3%)	(0%)	(0%)
Playing	(3%)	(13%)	(4%)	(3%)	(0%)

n=19

Table 2 indicates that a random sampling of students exhibited off-task behavior during social studies learning activities. Students were often inactive or talking inappropriately during independent work time. Nearly 50% of the time students were not engaged in the social studies lesson and showed a lack of motivation to learn the material. Students' lack of learning strategies combined with their general lack of motivation indicated that traditional teaching methods were not meeting students' learning needs.

Probable Causes

In analyzing the immediate context of the problem, several site-based causes were probable. First of all, students appear to have inadequate social relationships. They viewed the classroom environment as individualistic and competitive. Students were inhibited by this atmosphere and did not participate as willingly in the educational process. Students also exhibited a tense feeling toward their relationship with their teachers as well as confusion regarding the teachers' role in their learning process. Next, students seemed disinterested

with traditional teaching methods. As fifth graders, students had been exposed to this style of teaching several times in their educational careers. For the purpose of this study, traditional teaching methods referred to direct instruction, lecture-based teaching, and basic rote memory learning. Students learned independently from each other and most activities were not hands-on activities. This promoted a negative learning environment, and students appeared less motivated to learn.

Another probable cause was the students' lack of acquired learning strategies. Students did not have the abilities to organize their thoughts nor retrieve important points from non-fiction text. This lack of learning strategies lowered their comprehension level, which resulted in greater frustration. The students' frustration and lack of involvement in the learning process led to decreased motivation.

The literature suggests several underlying causes for decreased motivation in the classroom. According to Wentzel (1998), when students perceive a lack of caring and support from parents, they have a lowered interest in learning and decreased effort in academic pursuits. Conversely, students' perception of positively strong parental support and a close family unit can lead to increased motivation. Students lacking parental support or a positive home environment may lack motivation in school. Also, students have a misconception of the teacher/student relationship. Students' educational goals, self-concept, and level of motivation are affected by their perception of teacher expectations (Wentzel, 1998). Students often feel that teachers are the enemy instead of an ally in their education. Once they are able to view their teacher as caring and accepting, students are more likely to be more interested in what they are learning. Teachers must play an active role in students' learning while creating a warm, caring, and safe environment in which to learn. Without this positive interpersonal relationship between students and their teachers, lack of motivation will continue to increase. Traditional teaching methods used by many teachers do not promote

meaningful learning (Rogers, Ludington, and Graham ,1999). In traditional classrooms, what is being taught does not necessarily transfer (Stevens and Richards, 1992).

Another a cause of lack of motivation in the classroom is insufficient peer relationships in the classroom. Ashman & Gillies (1998) stated that students who learned together in structured groups, developed a commitment to the group and were more willing to cooperate in academic activities. Students need a team-based learning environment. Students need to display empathy and understanding for each other in order to comfortably learn together in the classroom. When students work together, they benefit from the interactions and their learning is positively affected. A lack of peer relationships or opportunities for student interaction within the learning activities inhibits motivation. Traditional teaching methods do not foster positive interdependence among students (Johnson and Johnson (1992). Active learning methods are applied infrequently (Hendrikson, (1984).

Students demonstrated a lack of motivation which hindered academic success. The site-based causes might be that students have inadequate social relationships, insufficient learning strategies, and are disinterested in traditional teaching methods. Researchers indicated possible causes for the problem are that students perceive a lack of caring and support from parents. They have insufficient peer relationships in the classroom, and a misconception of teacher expectations.

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

A review of the literature on motivating students to learn through the use of active learning strategies provided various methods for improving student achievement on social studies assignments. The researchers found that cooperative learning, direct teaching of social skills, engaged learning, teaching for transfer, and teaching the learning strategies of reciprocal teaching, graphic organizers, and questioning techniques are all possible ways of increasing student motivation in social studies.

Students often demonstrate insufficient interpersonal relationships. Many teachers observe students who lack the skills necessary to interact and work with others. Johnson and Johnson, Slavin, Kagan, Sharan and Sharan and others suggest that there is a strong positive correlation between the capability to think critically, to achieve higher order thinking, and to reflect more imaginatively when learning occurs in group settings (Belanca and Fogarty, 1991).

Stahl (1994) stated that in recent years, cooperative learning has evolved as the new leading method of effective classroom instruction. Cooperative (or collaborative) learning is an instructional strategy where students are put in small groups to work together as a team. Ngeow (1998) expressed that students are involved in trust-building activities, shared planning, and an understanding of expected team support behaviors. Students develop a

positive interdependence as they work with others to set goals. They are responsible for being committed to the task, and for fulfilling their individual roles.

The role of the teacher, according to Belanca et al., (1991), is to plan dynamic lessons for transfer, promote active learning, encourage mastery of skills and concepts, motivate high-level thinking, build group skills, and develop student responsibility. What tends to happen, however, stated Ngeow (1998), is that the rationale for having students work together in groups often gets disregarded. Practitioners of cooperative learning have generally concentrated merely on instructional design matters that deal with management and structural issues rather than as a learning strategy. This approach lends itself to potential failure and likely abandonment of the learning strategy.

In order for cooperative learning to be successful, there are many essential elements to be carried out. Teachers need to organize heterogeneous groups of three to five students. A clear set of objectives needs to be given and everyone in the group needs to "buy into" the proposed outcome. Students should receive clearly defined directions on what to do, when to do it, and with what materials they are to do the activity with. Students are to be positioned face to face and teachers need to reinforce appropriate social skills. The learning tasks must be structured in a way that each student will experience personal success and also realize that each member of a group contributes to the success or failure of the whole group. The tasks must be structured so that students have access to information they must learn, and have sufficient time to complete the task. Each student must be held accountable for learning the targeted information; therefore individual and formal tests must be given to determine if the information has been mastered and retained. Upon completion of the targeted assignment, students need to spend time reflecting on how the project went. They should consider how well they worked together, the extent to which they reached their group goals, how their good behaviors and social skills contributed to the success of each person individually as well as to

the whole group, and what they can do in the future to experience even greater success in their groups (Stahl, 1994).

Stahl also stated that learning to work successfully in cooperative groups may produce many long-term benefits. In a cooperative classroom, students are inclined to have higher academic test scores, higher self-worth, more positive social skills, fewer stereotypes of individuals, and greater comprehension of the content and skills.

Ideally, student-to-student interaction should be positive and encouraging. Unfortunately in our society today, many students confront other students with discouraging remarks and negative put-downs. They lack the social skills necessary to function cooperatively in the classroom.

Knowing how to work with other students may improve students' social skills. The teacher must provide explicit training in the social skills in order for the students to acquire cooperative abilities while doing cooperative work. Basic skills must be taught such as how to move into and out of a cooperative group, who talks and who listens when doing group activities, how to help the group, and how to keep on task. Each skill should be modeled, practiced, and used for the time the students are in the classroom (Bellanca et al., 1991). Rogers, Ludington, and Graham (1999) encouraged use of effective cooperative learning techniques and social skills to promote friendship, bonding, and goal interdependence. Improved social skills enable more on-task, on-focus, concentrated student effort.

Rogers et al. (1999) also contended that traditional teaching methods used by many teachers do not promote meaningful learning. Educators need to provide classroom environments and lessons that will intrinsically motivate students, therefore, increasing the chances that students will actively engage in their learning.

Ngeow (1998) suggested that to actively engage students in their learning, the teacher provides the class with a collaborative activity. This activity must be created in a manner that will not only involve students in a group, but also create a sense of ownership for them.

In order for students to become engaged in their learning, they need to believe that the learning is valuable. They must feel involved or included as part of a group. The students must be able to experience success, so the activity should be challenging but achievable. The teacher is responsible for providing a safe, caring environment so the students feel free from embarrassment and have a sense of belonging. The learning needs of each student must be met (Rogers et al., 1999).

Hendrikson (1984) reported that while the experimental research on active learning shows its usefulness, descriptive research reveals that active learning methods are applied infrequently. Project SPAN (Social Studies Priorities, Practices, and Needs) described problems that were identified in the area of social studies. The report noted that very little use is made of active learning strategies such as inquiry, discovery, simulations, and learning experiences in the community.

Social studies teachers can create a more active learning experience by assessing their current methods of teaching and including new techniques that will provide more active participation. Students should have at least one long-term learning project that necessitates self-starting and active participation. The teacher should focus on strategies that require students to actively acquire information, organize and utilize the information, and work together in groups to improve social skills. It would be beneficial to use programs that naturally include active learning skills, and to have students be involved in enlisting community people as resources (Hendrikson, 1984).

Academic success relies on students being actively involved in their learning. When students are engaged in their learning, the quality of their work and their level of learning

improves. They become internally motivated to educate themselves, which is a valuable life-long skill.

In traditional classrooms, as affirmed by Stevens and Richards (1992), what is being taught does not necessarily transfer, or have meaning beyond the classroom. Many teachers begin instruction by imparting knowledge to the students with the hope that later the students will find ways to apply the knowledge in real life situations.

Transfer, which is applying prior knowledge to new learning situations, is a learning goal. In order to be successful, transfer must be taught and it must occur often. According to Perkins' "good shepherd theory:" when transfer is provoked, practiced, and reflected on, transfer is rather simple to obtain (Bellanca et al., 1991).

Teaching strategies can be used to provide for better transfer of information learned. Teachers should encourage learners to take ownership in their learning. They can do this by letting students make some decisions for themselves about relevant learning goals. This will motivate them to apply what they have learned to reach these goals. Intentional mindfulness to learning should be promoted. This will aid learners in recognizing the significance and transferability of various learning skills or knowledge. The learning tasks and goals must be authentic. The learners should be aware of the real need to accomplish goals that are significant and comprehensive (Ngeow, 1998).

The goal of students should not simply be to learn for the purpose of acquiring information, but also to bring that learning to influence our everyday actions and behaviors. Learning for transfer will promote students to be effective participants in their communities as well as in the workplace in the future.

There is a great deal of research evidence available to support the implementation of cooperative learning into the classroom. Traditional teaching methods do not foster positive interdependence among students. According to Johnson and Johnson (1992), positive

interdependence can be achieved through cooperative learning. Traditional teaching methods create a competitive rather than cooperative environment that results in negative interdependence among the class members. Cooperative learning produces greater achievement and increased motivation to learn. Learning cooperatively rather than individually in a traditional classroom environment, will increase student motivation and academic success.

Cooperative learning promotes a caring concern for others' needs, which in turn creates a more positive learning experience for students. Ashman and Gillies (1998) stated that by working cooperatively, students were able to achieve a shared understanding of the content and an understanding of the needs of others within their groups. They studied the interactions of children in cooperative groups and found that structured groups were consistently more helpful and cooperative with each other than those in unstructured groups as found within the traditional classroom. They found students to be committed to the group members to achieve their goals and empathetic and supportive of each others' endeavors. The teachers involved in the study noted improved motivation and positive learning outcomes. Utilizing cooperative learning in the classroom increases students' enjoyment of learning as well as their concern for their classmates.

Shumaker (1992) reiterated the importance of cooperative learning by advising that the implementation of cooperative learning in the classroom increased students' learning. Cooperative learning is much more than working in groups. It is a highly structured process and must be taught in order for it to be an effective teaching tool. This instructional strategy motivates students to become involved learners and promotes higher level thinking skills. Cooperative learning is essential in boosting students out of their boredom with school and increasing their desire to learn. Students who learn cooperatively will be committed to the learning process and will reach higher levels of academic success.

Students lack effective learning strategies, which leads to frustration in school. As frustration increases, student motivation declines. Students need to learn various strategies to help facilitate the learning process. Teachers have access to a wealth of resources, which are filled with learning strategies that can be adapted to lessons in nearly all the content areas. Implementing these strategies on a consistent basis offers students a means to organize their learning and improve comprehension of the material. As frustration decreases, student motivation will improve and students will strive to achieve their academic goals within the classroom.

Reciprocal teaching is a strategy, which helps students increase their comprehension of what they read. According to the Right to Read Conference (1998), Reciprocal Teaching is a method that involves active discussion with reading assignments. There are four steps to the process. First, students must learn to predict before and during their reading. Next, students must clarify what they are reading. Students then learn to ask questions about specific information they have read. Finally, students learn to summarize, focusing on the important facts or ideas. Utilizing this strategy will improve student comprehension. Students who understand what they are learning become more involved in the learning process.

Implementing graphic organizers into lessons consistently and instructing students how to use them independently will improve learning in the classroom. Students will improve their comprehension level by utilizing this strategy because it helps them to organize their learning processes. According to Fogarty (1997), graphic organizers allow students to interact with information and organize that information into a visual representation. Graphic organizers can be an even more powerful tool for students when the activity is combined with cooperative learning strategies. When students understand what they are learning their frustration level is lower and their motivation level is higher. As they learn how to use various graphic organizers, students can eventually make appropriate choices for a particular

learning activity. Students who can organize their thoughts and learning processes will have a more positive attitude towards their educational experience.

Teaching students to ask higher level questions will encourage learning and help students to process what they read in text. Questioning also offers students a means of self – checking to monitor their own learning and comprehension (Ciardiello, 1998). Students are not always in tune with their metacognitive processes. Learning to ask themselves questions as they are reading will help students become more aware of their learning and level of understanding. Good questioning techniques require students to identify main points and relationships between those points. Generating good questions is a technique that needs to be taught and modeled in order for students to internalize the strategy. Students who learn to ask higher level questions will increase their level of learning and involvement in educational activities.

Tama (1989) reiterated that students would be frustrated with higher level questioning techniques unless teachers model and coach students through the process gradually. Teachers need to allow enough time for students to respond when questioned in class discussions. This encourages more complex answers and creates an environment where involvement in the learning process is expected. Training students to do critical thinking through higher level questioning techniques is difficult but worth the effort. Developing students into active learners rather than passive ones will increase their academic success, classroom involvement, and motivation.

There are many published questioning techniques that can be adapted to any content area. QAR is a strategy that can be used with both fiction and non-fiction material at virtually any grade level. The strategy Question-Answer Relationships (QAR) (Raphael, 1984), is a self-monitoring technique which can facilitate students' comprehension of text. There are four types of questions in this technique including: Right There, Think And Search,

On My Own, and Author and You questions. Each type of question relates to where the students will find the answers for them. Teachers need to teach students the different types of questions and how to tell the difference. As students become proficient in recognizing the types of questions, teachers will then model how to write each of the types of questions. Utilizing this strategy will lead to greater comprehension and ultimately higher student achievement. Students who are achieving will be more motivated and active in their learning experiences.

Teachers need a repertoire of instructional strategies in order to meet all the individual needs of their students. Implementing many of these strategies will increase motivation in the classroom. Students who are actively involved in their learning experiences will be more likely to strive for academic success.

Project Objectives and Processes

After reviewing the many strategies available from which to design an effective plan of action to promote change among fifth grade social studies students who lack motivation, members of this research team concluded that their approach would encompass a combination of diverse strategies. Teachers would instruct students in each of the following: graphic organizers, questioning techniques, and cooperative learning strategies to increase motivation.

As a result of increased utilization of graphic organizers during the period of September 2000 through January 2001, the targeted fifth grade students will increase their ability to organize and comprehend information from social studies textbooks as measured by comprehension worksheets, teacher observations, and reviews of student portfolios. In order to accomplish this objective, the following processes are necessary:

1. Utilize graphic organizers that are directly applicable to the social studies lessons.

2. Develop a series of social studies lessons that require students to organize their learning.
3. Utilize comprehension worksheets, review student portfolios, and document informal observations to assess students' ability to retrieve and organize information.

As a result of the implementation of the questioning techniques used during the period of September 2000 through January 2001, the targeted fifth grade students will increase their confidence and ability to retrieve information from social studies textbooks as measured by teacher-made tests, teacher observations, and reviews of student portfolios.

In order to accomplish this objective, the following processes are necessary:

1. Instruct students in the process of using questioning techniques.
2. Develop a series of social studies lessons that require students to utilize various questioning techniques.
3. Create tests, make observations, and review student portfolios to assess students' comprehension utilizing these strategies.

As a result of the implementation of a comprehensive cooperative learning program in social studies during the period of September 2000 and January 2001, the targeted fifth grade students will increase motivation, acquire social skills, and become engaged learners as measured by teacher created rubrics, student surveys, and observation checklists. In order to accomplish this objective, the following processes are necessary:

1. Teach students how to use cooperative learning strategies.
2. Develop and implement cooperative learning lessons that are directly applicable to social studies.
3. Assess student motivation and social skills acquisition through the use of student surveys, student reflections, and observation checklists.

Project Action Plan

Over a period of 14 weeks, the researchers implemented the following activities in their social studies curriculum.

WEEK 1

1. Administer student survey and tabulate results
2. 3-5 initial teacher observations
3. Initial observation checklist of random sampling
4. Social studies lesson using traditional teaching methods with a comprehension worksheet
5. Introduce portfolios and how to keep all of their work.

WEEK 2

1. Introduce cooperative learning strategies
2. Assign base groups
3. Implement 2 preliminary cooperative learning lessons
4. Conduct an additional cooperative learning lesson based on a social studies theme
5. Students will complete reflections following each cooperative learning lesson
6. 3 observations will be made of students during class.

WEEK 3

1. Introduce QAR questioning strategy
2. Conduct 2 QAR lessons

3. Students will utilize QAR with an additional social studies comprehension assignment
4. Students will complete reflections in response to these activities

WEEK 4

1. Introduce Native American theme project for cooperative groups
2. Continue using QAR for social studies reading assignments
3. Students complete comprehension assignment based on the reading
4. Students begin research for projects
5. 3 teacher observations of students during activities
6. Collect and review student portfolios

WEEK 5

1. Students continue working in cooperative groups on research projects, exchanging roles
2. Vocabulary assignment for unit
3. Student reflections following cooperative activities
4. Use reciprocal teaching for reading assignment
5. Observation checklist of random sampling

WEEK 6

1. Complete Native American projects in cooperative groups
2. Presentations of projects
3. Assess projects with created rubric
4. Student reflections on projects
5. 3 teacher observations

WEEK 7

1. Introduce use of graphic organizer (Pyramid Grid) for organizing information from social studies reading assignment
2. Assign additional pyramid grid for social studies assignment
3. Comprehension worksheet for social studies reading assignment
4. Student reflection on using graphic organizer

WEEK 8

1. Continue working through social studies unit with 2 more assignments graphic organizers
2. Students will complete 2 comprehension assignments based on their reading
3. Additional assignment using graphic organizer in cooperative groups
4. 3 teacher observations
5. Collect and evaluate student portfolios

WEEK 9

1. Social Studies reading assignment using reciprocal teaching in cooperative groups
2. Students will present their findings orally
3. Student reflection on activity
4. 3 teacher observations

WEEK 10

1. Introduce additional graphic organizers and do preliminary activity with them
2. Assign students social studies reading assignments
3. Students will work in cooperative groups to display information in graphic organizer poster

4. Gallery walk of completed graphic organizers
5. 3 teacher observations

WEEK 11

1. 3 additional reading assignments in social studies. Students may choose to use graphic organizers or pyramid grid
2. Observation checklist of random sampling
3. Comprehension worksheet for reading assignment
4. Student reflections

WEEK 12

1. 2 social studies lessons in cooperative groups
2. Student reflections on cooperative activities
3. 3 teacher observations

WEEK 13

1. 3 social studies lessons using graphic organizers
2. Students will complete 2 comprehension assignments
3. Final observation checklist on random sampling

WEEK 14

1. Administer student survey and tabulate results
2. Collect and evaluate student portfolios

Methods of Assessment

In order to assess cooperative learning in social studies class, student surveys will be developed and administered prior to intervention and also at the end of the fourteenth week period. Observation checklists will be used to document attitudes and behaviors. In addition, tests will be designed to assess the effects of questioning techniques and graphic organizers. Over the fourteen weeks, the researchers will make random, informal observations of students' level of involvement and interest in class activities. Students will make reflections documenting their attitudes toward the learning process. Finally, a rubric will be created to assess theme projects and daily work portfolios.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The students of the targeted fifth grade class in a Midwest urban community exhibited a lack of motivation, which inhibited academic success. Anecdotal records, student surveys, and grades evidenced the problem. The objective of this project was to increase student motivation to learn social studies through the use of active learning strategies. The implementation of cooperative learning structures, graphic organizers, and questioning techniques were selected to effect the desired changes in the targeted in the fifth grade class.

A parent letter was sent home the second week of school informing the parents/and or guardians that the teacher-researchers were planning to implement the action plan. The parents unanimously accepted the project. There were many positive comments from parents at Open House. Parents were excited about their children being involved and were hoping for increased interest in social studies. Many expressed difficulties and negative attitudes of their children from the previous year.

Prior to the implementation of the action plan, the first chapter in social studies was taught with traditional teaching methods. These activities included vocabulary lessons, reading the social studies text aloud in class or independently, teacher-directed discussions of the material, and comprehension worksheets. Informal observations were made of students' attitudes during learning activities. Students verbalized that they "didn't like social studies,"

and made comments like "It's too hard," and "I don't ever do well or understand it." Approximately 40-50% of students were averaging an "F" following the three comprehension assignments for the chapter. The teacher-researchers noted that students continued to have a negative attitude toward social studies.

The first step in implementing the action plan was to administer a student pre-survey (Appendix A) to determine their level of motivation and their attitudes toward social studies. The surveys were tabulated and used as documentation for evidence of the problem. Teacher-researchers made observations of a random sampling of students using a behavior checklist (Appendix B) during the Chapter 1 open book test.

The teacher-researchers introduced the use of portfolios to the students. Students were instructed on keeping and organizing their assignments. They were also given the list of items to be included during the selection process. The importance of keeping their work neat and in their folders was also stressed.

Cooperative learning was used as a technique for teaching content matter in social studies. The students were assigned base groups and were introduced to the concepts of assigned roles, responsibility and cooperation for a completed task, and self-reflections. The researchers conducted two simple cooperative learning lessons before focusing on the chosen area of social studies (Early Peoples and Ancient Civilizations).

A strategy using green, yellow, and red circles was used to monitor noise levels. If students were working well, they received green circle. When teachers had to issue a warning for noise, the students received a yellow circle. Groups who received a red circle were given a group consequence. By the second and third lessons in base groups, students were requesting the use of the circles to check their noise and cooperation level. The teacher-researchers made informal observations during these lessons and students were asked to

complete self-reflections following the learning activities. Examples are found in Appendix C.

Another instructional strategy that was implemented during the third week of the action plan was the questioning technique Question and Answer Relationships (QAR). Students were given a handout (Appendix D) to remind them of the different types of questions they may have to answer in their social studies assignments. Students worked on their research project of Native Americans with cooperative partners using QAR. Informal observations were made while students worked and the QAR work was added to their portfolios.

Students were introduced to an additional questioning strategy called reciprocal teaching. In this process, students read and summarize the material. Next, they clarify any unclear text and form questions from their reading. Finally, they predict before they go on to a new section or lesson. Students worked on this strategy in cooperative groups and wrote reflections on their learning experience.

Students completed a Native American theme research project. They worked on their research and presentations in cooperative task groups. Students utilized the Internet and other computerized resources to gain information for their projects. Informal observations were made throughout the project and students continued their personal reflections. Their written reports were evaluated using a teacher-created rubric (Appendix E).

Observation checklists had to be postponed due to the time constraints. Students worked in base groups during the introduction of the new chapters on Explorers. They used QAR for the reading assignments.

Work was continued on QAR. Students wrote their own questions using various levels of questions for two separate reading assignments. One was actively cooperative and

the other was independent. Students were able to distinguish what types of questions they were using.

The use of graphic organizers was another strategy used to improve student motivation. A graphic organizer called a pyramid grid was introduced as a pre-reading technique. The students used this organizer with Chapter 3 independently, and then used it with Chapter 4 in cooperative groups. The teacher-researchers experimented with some changes in groups, doing activities with more random or task related groups. Students filled out reflections on use of the pyramid grid.

The teacher-researchers completed another observation checklist on the random sampling of students. The results were tabulated. Students used additional graphic organizers (Appendix F) in subsequent weeks to help study key vocabulary terms and organize their learning. They did these activities in cooperative groups. At this time, portfolios were collected and evaluated.

Students continued utilizing the learning strategies implemented earlier in the project. Students created original graphic organizers to use for several reading comprehension lessons. They participated in a gallery walk in order to view others' work.

Questioning skills were employed using QAR with Chapter 5, "Founding of Colonies". Initially, higher order questioning skills were modeled and then practiced as a whole class before these students worked on this in their group. Students presented their findings orally as a group. Students used the quilt graphic organizer for introducing new words for Chapter 5. Students made posters of these organizers that were displayed in the form of a very colorful quilt.

Students were tested over Chapter 5. All but 2 of the 19 students passed. We began the unit over colonies, Chapters 6 through 8. Students were assigned cooperative groups by chapter. Each group presented vocabulary and the main points of their chapter. They looked

up definitions and were each responsible for understanding the meanings themselves. Independent assignments were done on a brochure project aimed at summarizing the main points of their colony region. Individuals were also responsible for the comprehension assignments. Students used the pyramid grid cooperatively with the Chapters 6, 7, or 8 Lesson 1 assignment. Students used the KWL graphic organizer for the next reading assignment.

Students worked on their colonies projects in cooperative groups to read, use graphic organizers, and define key terms. Each group created a 20-point quiz over their chapter. Eight of the points were for vocabulary terms. The teacher reviewed all quizzes before being administered. They were to have higher order questions and they were to label 5 questions with a QAR label. The quizzes were reviewed and only a majority needed minor editing. Students took each other's quizzes.

The final observation checklists were completed and tabulated. Portfolios were collected. Students worked on social studies brochures, researching, organizing, and creating visual representation on the material they learned throughout the unit. Students completed reflections on their portfolios. The post survey was administered and tabulated. Students continued cooperative learning activities.

Throughout the implementation process, the teacher-researchers made informal observations that documented students' behavior during learning activities. These observations were also made to monitor late assignments and incomplete work. Students were also required to complete self-reflections throughout the project.

Factors that led to modification of the action plan were parent-teacher conferences resulting in three half days, three snow days, early dismissals, teacher absence, and a shortened school week due to Christmas vacation. Cooperative activities were more time-consuming than expected which sometimes led to minor alterations in the lesson planning.

Some additional activities were also added when teacher observations indicated students' needs or interests required further learning activities.

The implementation of the action plan allowed the teacher-researchers to provide students with the opportunities to engage in cooperative learning activities. Students also learned to utilized active learning strategies to aid in increasing their abilities in comprehending the social studies material. The action plan was developed to increase student motivation and achievement through the use of these strategies.

Presentation and Analysis of Results

In order to assess the effects that cooperative learning, use of graphic organizers, and questioning techniques had on student motivation, the teacher-researchers utilized surveys, anecdotal records, and students' grades. The teacher-researchers also used students' written reflections to monitor student attitudes. Observation checklists were used to document student behavior prior to, during, and following the project implementation.

Student surveys were administered to the fifth grade students in September and December of 2000. The surveys in September showed that over one half of the targeted students were not excited about their learning experiences. The survey also revealed that the majority of the students had a negative attitude towards reading comprehension assignments in social studies and viewed them as too difficult. Furthermore, 89% expressed a desire to work cooperatively on their learning activities indicating that students may not be motivated to succeed with traditional teaching methods.

In December, following implementation of the project, there were significant increases in positive responses. Table 3 indicates that the targeted students felt confident in their capabilities, and nearly 100% expressed a positive attitude towards the cooperative learning activities. Perhaps the most notable change was the 42% increase in the number of students who felt that their social studies reading assignments were easy.

Table 3

Post Survey on Students' Perceptions and Attitudes toward Social Studies

Behavior Category	Agree	Disagree
Excited about learning	95%	5%
Think they can get good grades	100%	0%
Comfortable asking teacher for help	100%	0%
Parents take time to help with homework	79%	21%
Think their parents want them to succeed	100%	0%
Like assignments where they read then answer questions	89%	11%
Like school more with cooperative learning	95%	11%
Think social studies reading assignments are easy	89%	11%

n=19

Student grades significantly improved during the project implementation. Immediately prior to the first week of the action plan, approximately 40-50% of the targeted students were averaging an "F" on the first three comprehension assignments. This could be due to their lack of motivation and interest in their learning experiences in social studies. It could also be due to their lack of acquired reading strategies needed to help them in retrieving information from nonfiction text.

Once students had been introduced to QAR, the graphic organizers, and were working in cooperative groups on a regular basis, only 11% of the students had failing grades on the last three assignments as Table 4 indicates. Students were more engaged in their learning experiences and more motivated towards success.

Table 4

Grades on Social Studies Comprehension Assignments

	Student Grades	
Score	Chapter 1	Chapter 4
93-100	11%	42%
81-92	16%	31%
70-80	26%	16%
69 and below	47%	11%

n=19

Prior to beginning the project, 32% of the students failed the Chapter 1 open-book test. Throughout the implementation of the project, students scored well on major projects, like the Native American theme project, poster presentations, and tests. Students still had difficulty on vocabulary quizzes and appeared to not be interested in learning their key terms for that purpose.

Results of the observation checklists that were administered to the random sampling of five students indicated a decrease of off-task behaviors during both instructional activities and cooperative learning activities. Students were engaged in their learning and spent less time playing with objects and being inactive. Talking out and being out of one's seat were only monitored during cooperative learning activities when it was unnecessary or inappropriate. A comparison of the two checklists prior to, and at the conclusion of the project suggest that the strategies that were implemented may have helped to reduce distractions and increase motivation in the classroom.

Table 5

On-Task Behavior Observation 12 minutes – Data Recorded Every 10 Seconds

Behavior Category	Student 1	Student 2	Student 3	Student 4	Student 5
On task	(69%)	(77%)	(65%)	(82%)	(77%)
Off task - talking	(13%)	(8%)	(15%)	(8%)	(10%)
Out of seat	(3%)	(3%)	(6%)	(0%)	(0%)
Inactive	(8%)	(8%)	(6%)	(10%)	(10%)
Noncompliance	(0%)	(0%)	(0%)	(0%)	(0%)
Playing	(7%)	(4%)	(8%)	(0%)	(3%)

n=19

Informal observations of students prior to the implementation indicated that students found social studies to be boring and difficult. Students were not confident in their abilities to succeed on any particular assignment and they did not feel that the learning was relevant to their lives. Student reflections supported these observations during class, expressing that they were disinterested and more content with failure than they were confident of their success.

Observations during implementation documented increased positive attitudes at social studies time. Students were more likely to share answers in cooperative groups than in whole class discussions. Students also seemed to like the responsibility of assigned roles. Their reflections often centered on their particular success in fulfilling their role for the assigned activity. Observations also noted a decrease in late or incomplete work among the students. Lower level students were beginning to strive to achieve at a higher standard.

In addition, the teacher-researchers noted that their observations revealed that throughout the project implementation, students were not just working together, but were truly become a team of responsible learners. Student reflections indicated that students were challenged yet confident. They still expressed increased interest and less boredom with the learning activities. Responses on reflections became more specific and elaborate the more involved the students became in the project.

The interventions appeared to have a positive effect on student motivation. Students demonstrated more positive attitudes to their learning activities in the area of social studies. Students' confidence and cooperative skills improved throughout the project. Even their grades seemed to indicate a positive result.

Conclusions and Recommendations

According to the results of the student surveys administered to the targeted fifth grade class in December 2000, student perceptions of their learning experiences in the area of social studies improved during the implementation of the action plan. Students indicated that they had increased confidence with their comprehension assignments and they were more excited about learning. Students were not as negative about reading and answering questions in social studies.

Students improved academically during the project implementation, and an increased number of students achieved passing grades on independent comprehension assignments. Grades with more significance such as those given for tests and projects also improved.

Results from observation checklists indicated a decrease in off-task behaviors during instructional activities. Students were increasingly engaged in the learning activities and interested in their successes. Student reflections supported this contention as students expressed decreased anxiety about their social studies assignments and increased motivation to learn.

There was no way for the teacher-researchers to determine whether these improvements in motivation were due to students' increased confidence in using the social studies text to retrieve information using the learning strategies which were implemented. The increase in motivation may have resulted from the students' individual personalities and their desire to work cooperatively rather than independently. The project results indicated that the implementation of the action plan had some positive effects on student motivation.

Based on analysis of the data, the following recommendations are made. Educators need to understand the motivation levels of their students, their needs concerning teaching styles, and their various learning styles. Implementing cooperative learning in combination with other models of teaching may improve motivation and encourage students to become active learners. Educators need to implement active learning strategies to increase comprehension using nonfiction text. Designing lesson plans utilizing graphic organizers may help students organize and remember information that they are learning.

The teacher-researchers recommend that cooperative learning activities be well planned and implemented frequently. It is imperative that students are instructed in the components of a cooperative activity prior to lessons in the content areas. Increased focus and strategies for the learning and transfer of vocabulary terms may be needed also. Educators should provide students opportunities to summarize, question, clarify, and predict the material that they are learning.

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APPENDIX A

STUDENT SURVEY

STUDENT SURVEY

Please answer the following questions by circling the appropriate number after each statement. Feel free to make comments.

4 = Strongly agree 3 = Agree 2 = Disagree 1 = Strongly disagree

1. I am excited about learning. 4 3 2 1
   (comment)

2. I think I can get good grades. 4 3 2 1
   (comment)

3. I feel comfortable asking my teacher for help. 4 3 2 1
   (comment)

4. My parents take time to help me with my homework. 4 3 2 1
   (comment)

5. My parents want me to succeed. 4 3 2 1
   (comment)

6. I like doing assignments that involve reading and answering questions. 4 3 2 1
   (comment)

7. I would enjoy school more if I could work with others. 4 3 2 1
   (comment)

8. I think Social Studies reading assignments are easy. 4 3 2 1
   (comment)

APPENDIX B

BEHAVIOR OBSERVATION

Behavior Observation Form

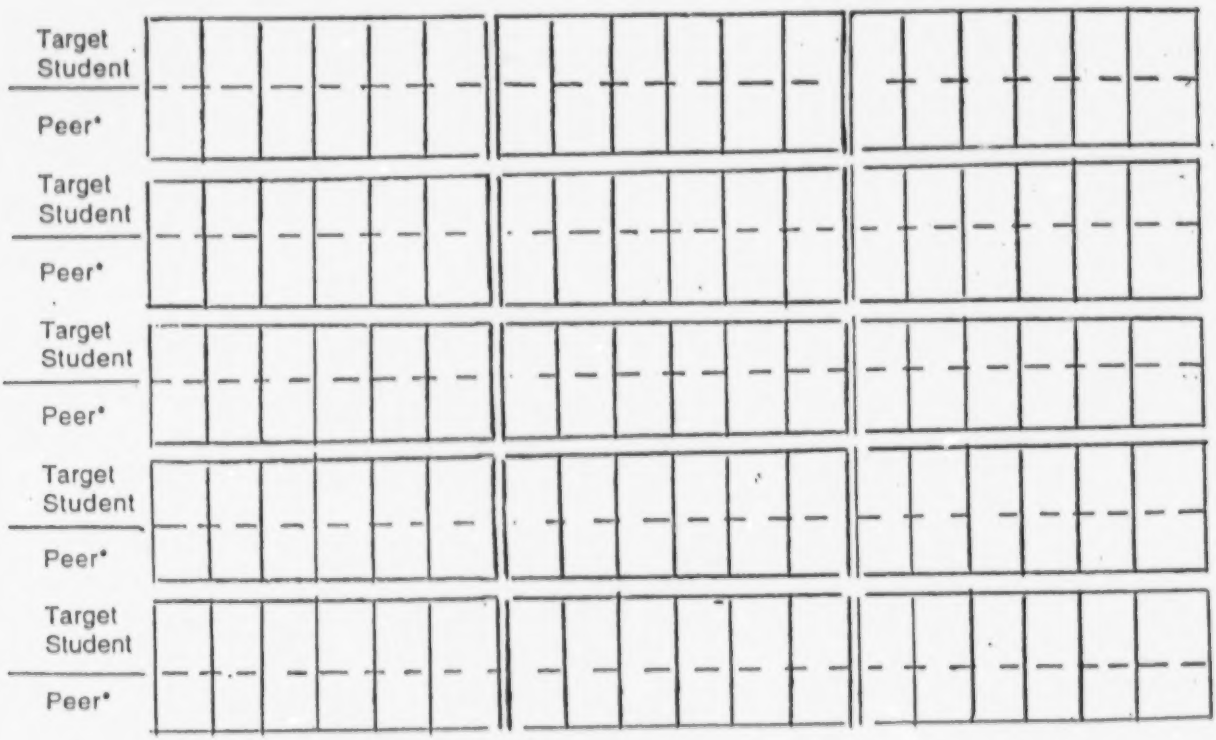
Target Student_____ M/F_____ Grade_____

School_____ Teacher_____ Date_____

Observer_____ Position_____

Class Activity_____

DIRECTIONS: Each box represents a ten-second interval. Observe each student once; then record the data. If possible, collect data for the full 15 minutes under a teacher directed or independent condition. If this is not possible, put a slash when the classroom condition changes. **Classmates observed must be the same sex as the target student.**



*Randomly selected classmate of the same sex

Note: To observe class--begin with the first same sex student in row 1. Record each subsequent same sex student in following intervals. Data reflect an average of classroom behavior.

On-Task Codes: . Eye contact with teacher or task and performing the requested task.

Off-Task Codes:

T = Talking Out/Noise: Inappropriate verbalization or making sounds with object, mouth, or body.

O = Out of Seat: Student fully or partially out of assigned seat without teacher permission.

I = Inactive: Student not engaged with assigned task and passively waiting, sitting, etc.

N = Noncompliance: Breaking a classroom rule or not following teacher directions within 15 seconds.

P = Playing With Object: Manipulating objects without teacher permission.

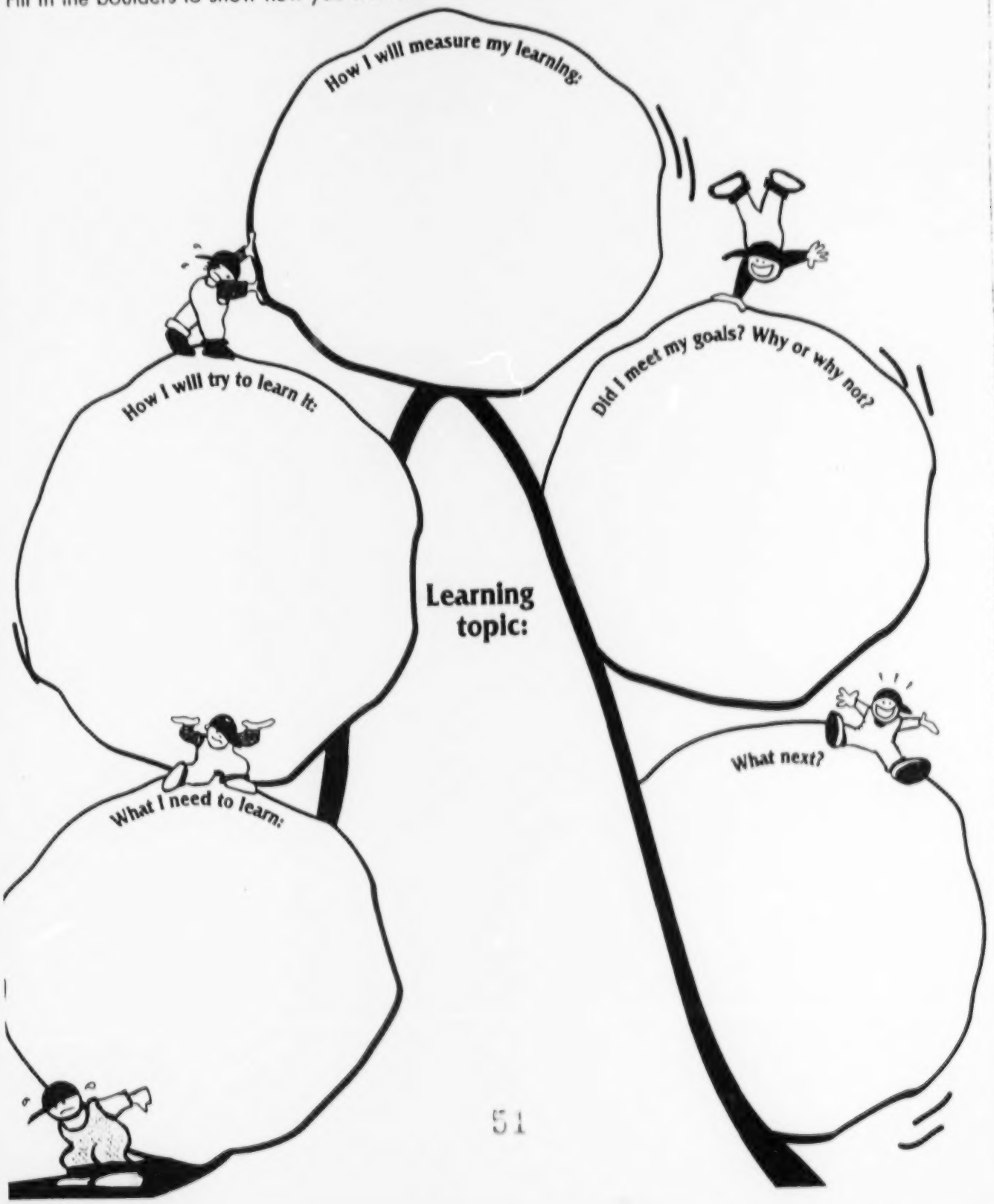
APPENDIX C

STUDENT REFLECTION FORMS

Name: _____ Date: _____

Push Toward Learning

Fill in the boulders to show how you will learn.


How I will measure my learning:
How I will try to learn it:
Did I meet my goals? Why or why not?
Learning topic:
What I need to learn:
What next?

Name: _____ Date: _____

Student Self-Assessment

Complete the form to evaluate your learning.

I did this well: _____ because _____

_____

I wish I had done better at _____

RATE YOUR LEARNING IN EACH AREA. TELL WHY YOU GAVE YOURSELF THAT RATING.

1 - I did more than expected. 2 - I usually did what was expected. 3 - I had difficulty meeting the expectations.

What I will do to become a better learner: _____

_____

52

53

Student Signature Teacher Signature Parent Signature

Performance Review

Personality Trait	Rating	Comments

Rating Scale:

1 - Excellent 2 - Good 3 - Satisfactory 4 - Unsatisfactory 5 - Unacceptable

Evaluation by: _____ Date: _____

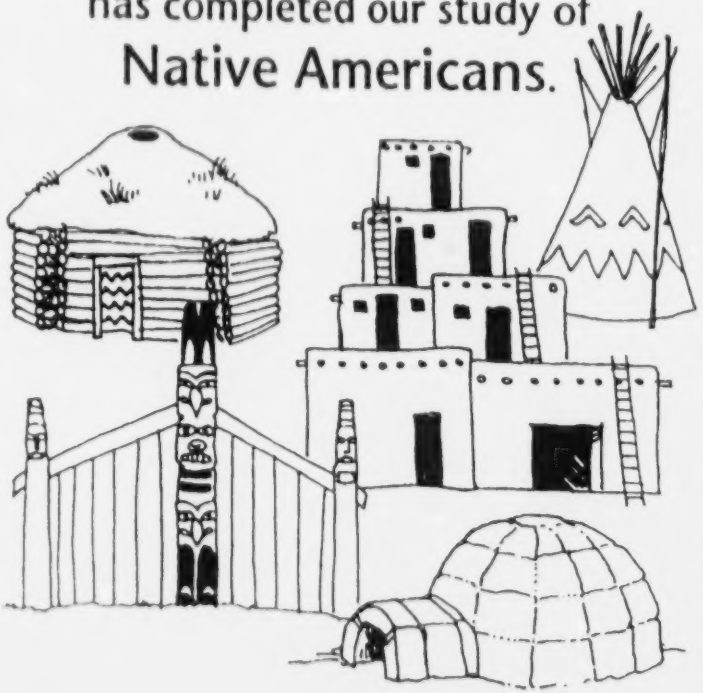
Congratulations!

_____

Name

has completed our study of

Native Americans.



_____ _____

Teacher Date

Name _____

Native Americans Evaluation Sheet

1. The most interesting thing I learned about Native Americans was _____

_____

_____

2. My favorite activity while studying Native Americans was _____

_____

3. One thing I would like to have learned about, but didn't, is _____

_____

_____

4. Studying Native Americans <u>is / is not</u> (Circle one.) important because _____

_____

_____

_____

47

Date _____

Lesson_____

_____

What I learned today is _____

_____

_____

_____

_____

_____

_____

My effort today was (great, good, poor).

Date _____

Lesson_____

_____

What I learned today is _____

_____

_____

_____

_____

_____

_____

My effort today was (great, good, poor).

ne: _____ Date: _____ 48

K W L

ık as you read. Write the title and author of your book or article on the line. Before you read, n the K and W boxes. While you read, you can add more to the W box. After you read, fill in L box.

tle: _____

ıthor: _____

K	W	L
What I **K**now	What I **W**ant to Know	What I **L**earned

Name _____ 49

AQUA Chart

Book Title or Topic _____

A (Things I Already know)

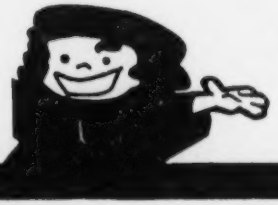
QU (QUestions I have)

A (Answers I've found)

BEST COPY AVAILABLE

Name: _____ Date: _____

MY PORTFOLIO



Fill out the form to make a record of what's in your portfolio. Attach the form to your portfolio.

Name of Work:	Date Completed:	What the Work Shows:

APPENDIX D

QAR

QUESTION/ANSWER/RELATIONSHIPS
QAR

1.RIGHT THERE QUESTION-The answer can be found in one sentence.

2.THINK AND SEARCH-Information is found in more than one sentence or paragraph.

3.ON MY OWN-The answer is a result from the reader's own background knowledge.

4.AUTHOR AND ME-Answer found in student's background knowledge and from reading the text.

APPENDIX E

NATIVE AMERICAN PROJECT RUBRIC

Native American Theme Project

	4pts	3pts	2pts	1pt
map	clear and easily readable includes many resources and landforms	mostly easy to read includes some resources and landforms	difficult to read includes landform or resource	map missing or unreadable
resources	includes 5 correct resources with uses	includes at least 3 resources with uses	includes at least 1 resource with use	no knowledge of resources
gifts	authentic appearance	some realistic appearance	some attempt	no gift
tradition, ceremony, or religion	shows clear understanding of culture	shows at least one correct custom	attempt at custom	no attempt
homes	correct home, neatly done and placed in correct position	correct home, placed correctly	incorrect home, but correct position	no home
presentation	shows thorough knowledge of group	shows good knowledge of group	shows some knowledge of group	shows little knowledge of group

APPENDIX F

GRAPHIC ORGANIZERS

Name _____

Directions

Choose a chapter from one of your current textbooks. Use the Reading Pyramid on page 40 as a guide to complete the following grid about your chapter.

Pyramid Grid

1. Lesson Title

_____

2. Review pictures. Write questions about pictures. (2)

_____

_____

_____

_____

3. Review bio e, words. Write questions about the words. (3)

_____

_____

_____

_____

_____

4. Read questions at the end. Write key words from the questions. (lesson Review)

_____

_____

5. Read the opening paragraph and the summary. Write an answer to the question *What will this lesson be about?*

_____

_____

69

6. Read the chapter once. Can you answer all your questions? Did you find the key words? Was your prediction correct? Read the chapter again to answer anything you missed the first time.

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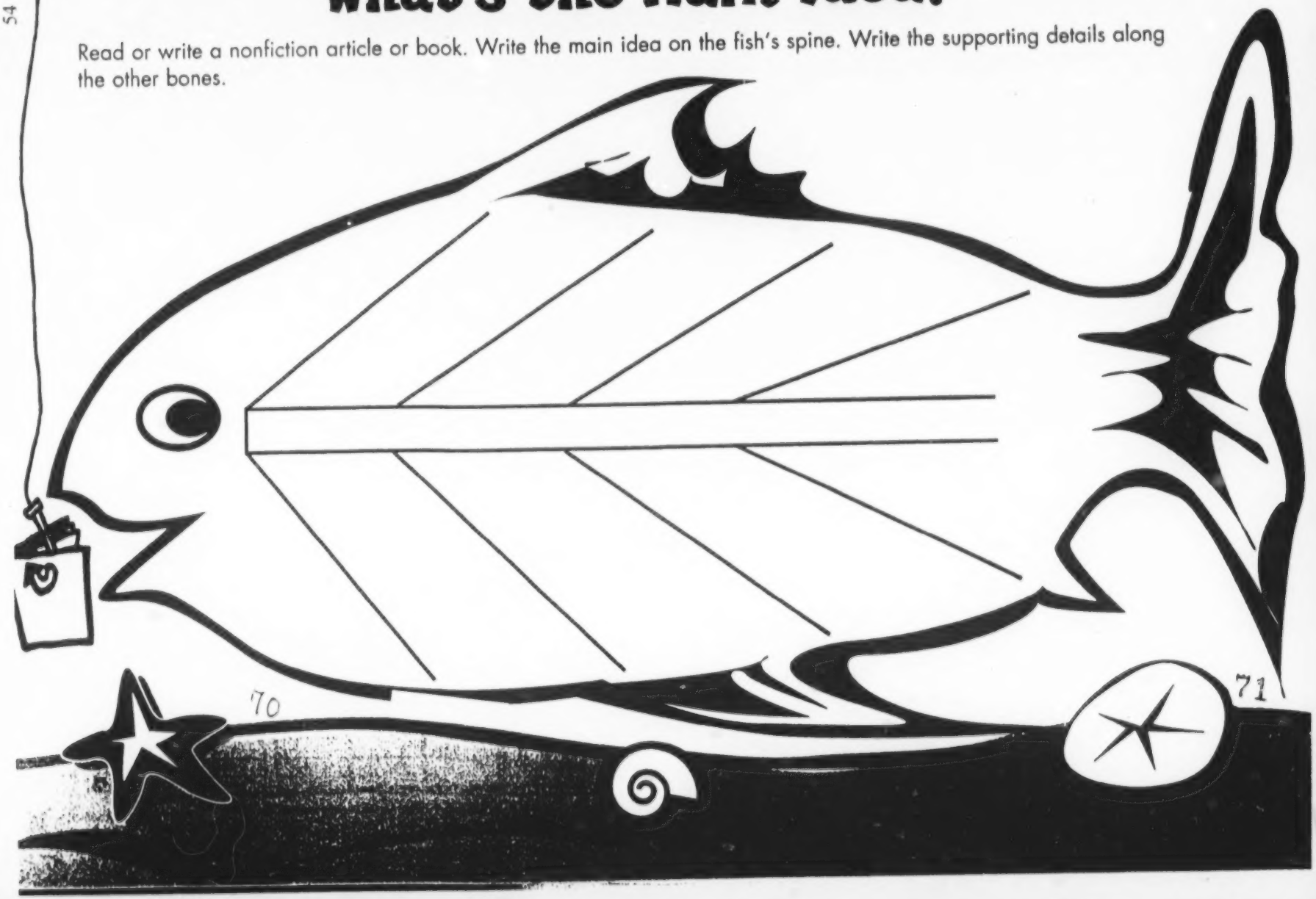
Name: _____ Date: _____

What's the Main Idea?

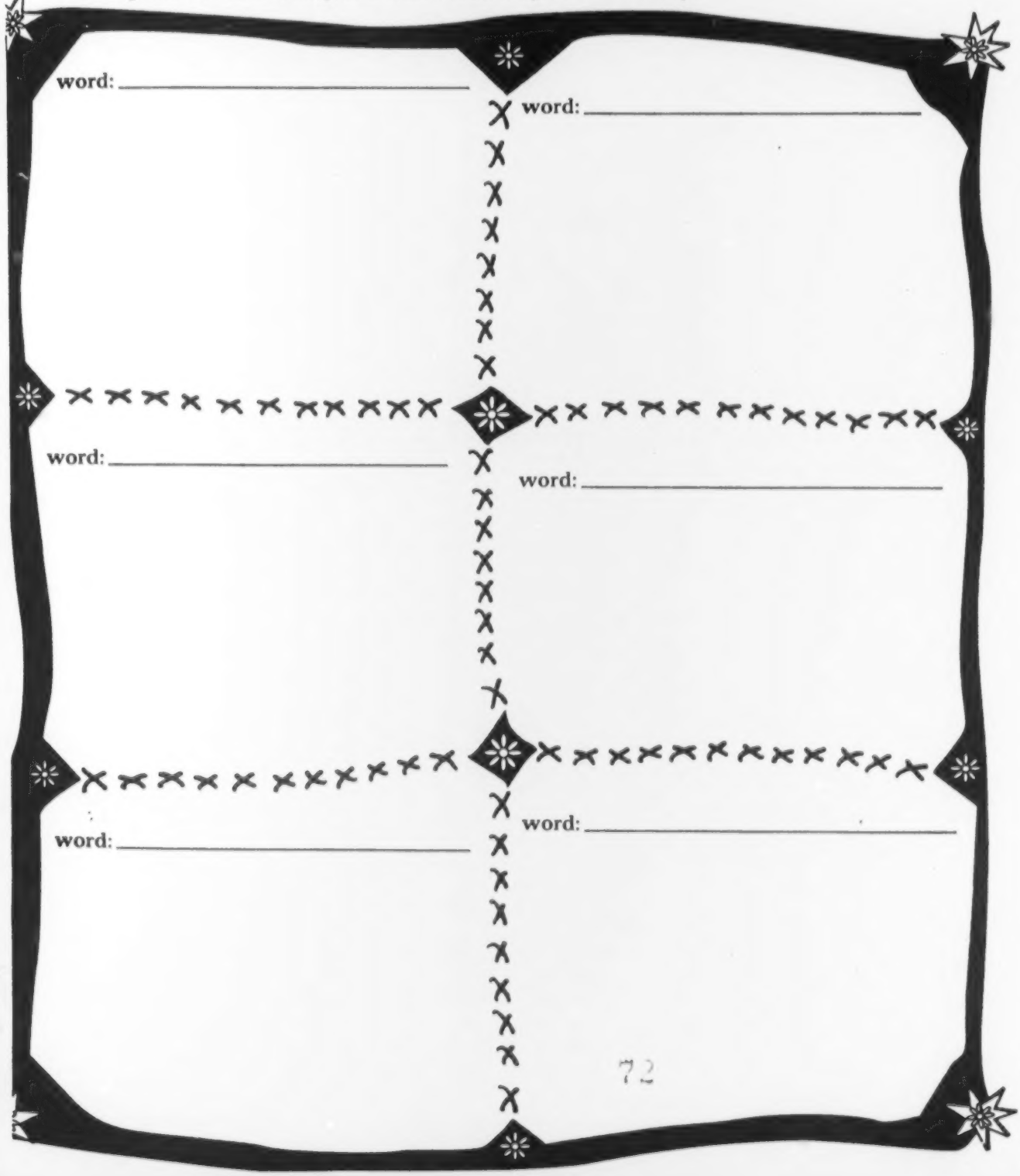
Read or write a nonfiction article or book. Write the main idea on the fish's spine. Write the supporting details along the other bones.



Name: _____ Date: _____

Vocabulary Quilt

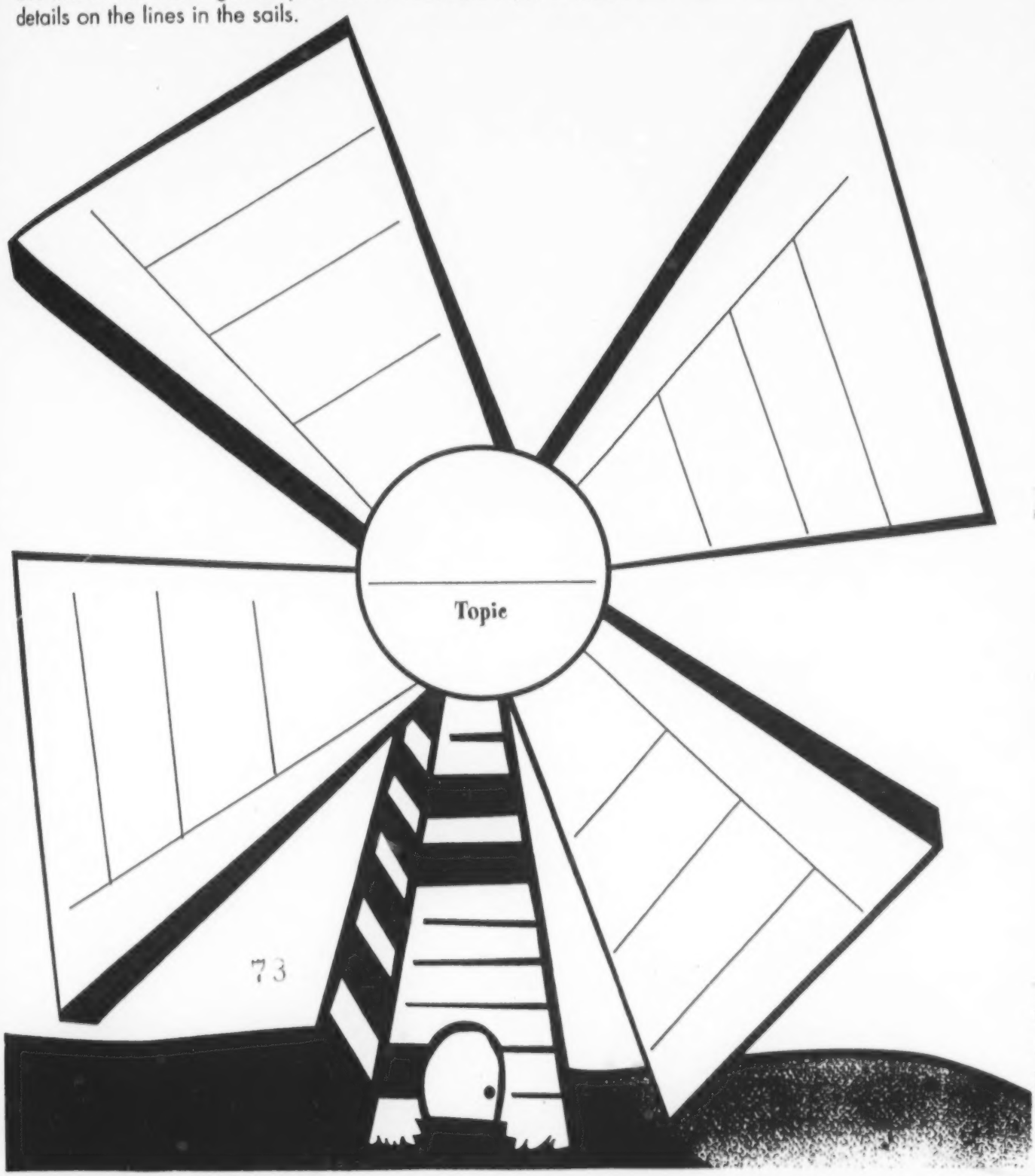
As you read, write new words in the squares. Write the meanings of the words, too. If you can't figure out the meaning of a word, look it up in a dictionary.



Name: _____ Date: _____

Organizing Power

Use the windmill to organize your ideas. Write the topic in the center circle. Write categories and details on the lines in the sails.



Name: _____ Date: _____

Shoot for the Circles

Compare two items. Write the information that is the same about both items in the overlapping part of the circles. Write the information that is different about each item in the parts of the circles that do not overlap.

_____ _____